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ABSTRACT

This is a manual of five modules related to sex roles. The modules are set up according to six topics: (1) Development of Sex Roles; (2) The Stereotyping by Sex Role; (3) Male Role; (4) The Emerging Woman; (5) Women: Up the Career Ladder; and (6) Changing Sex Roles at Retirement. In addition, each lesson provides teaching objectives, resources, and suggestions for teaching the various units. This manual should encourage males and females to explore and develop their unique potentialities to the fullest extent possible. (YRJ)

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International Women's Year

AN IOWA CELEBRATION

We Are, First of All, Persons

A Manual of Five Modules
Related to Changing Sex Roles

by

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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To the Leader - Included in this manual are five modules related to sex roles. Choose those topics and/or those resources which are most suitable to the interests of your particular group. Allowing each group to choose topics for themselves may facilitate growth of rapport and interest. Having resources available for topics other than those chosen may enable individuals to pursue areas which are not of immediate concern or interest to the group at that time.

In addition, this manual is not an exhaustive listing of <u>all</u> resources or ideas about ways to continue learning in this area--it is only to get you started.

now, to begin...

J M

AND JUSTICE FOR ALL

This program and this publication are, of course, available to all persons without regard to race, color, sex or national origin.

INTRODUCTION

The development of sex roles can cover a wide range of topics. The male and female role complexes are tightly interwoven and interdependent. It would be difficult to explore one without looking at the other. This manual will encourage males and females to explore and develop their unique potentialities to the fullest extent possible.

Topics from which to select your lesson:

I. Development of Sex Roles
II. Stereotyping by Sex Role
III. Male Role
IV. The Emerging Woman
V. Women: Up the Career Ladder
VI. Changing Sex Roles at Retirement

To prepare for the lesson:

1. Take time to read about the topics which are covered. Read the articles that are available. Think through your own feelings in relation to these topics. Begin to develop your own awareness as to where you are.

2. If you want to use the films or tapes which will have been used at training, make arrangements immediately so that they will be available.

3. Consider the local resource people you may wish to ask for help during the presentations.

4. A mixed group may be most desirable for these units: mixed ages, mixed sexes.

I. Development of Sex Roles

Teaching Objectives
Those participating in this lesson will:

- --begin to develop a personal understanding of what the term sex roles means.
- --begin to perceive the manner in which traditional sex roles are perpetuated.
- --develop an understanding of the stereotypes involved in sex roles.
- --begin to understand what androgyny is.

A. Sex roles are culturally defined expectations which are individually learned and changeable. They are not innate to the biological sexes. Male and female are gender and created by physical attributes. Masculine and feminine are sex role terms. In looking at cross-cultural evidence, we can see that masculine and feminine characteristics can vary greatly from culture to culture. What may be labeled as deviant in one culture may be perceived as normal in another culture.

The term androgyny actually means flexibility in deciding which characteristics are masculine or feminine. It means that a female can be aggressive and competitive and a male can be emotional and warm. It means that a child can develop according to his/her own potential and uniqueness.

B. Resources

1. Sex Role Development - U50346
   This is a 23 minute color film which can be ordered from SUI. It examines sex role stereotypes and shows how they develop through socialization. It explores the concept of androgyny which is an alternative socialization process. It also demonstrates how the formal education process can play a role in this alternative.

2. "You Can Fool Mother Nature" Ms.
   An article describing cross cultural sex role differences. It discusses differences in the masculine and feminine personality in various cultures.

C. Suggestions for teaching this unit.

1. Think of newborn babies snuggled in pink and blue blankets in a nursery. What images do you see for these babies 20 years from now?

2. The leader may wish to differentiate between gender and sex role for the participants.

   Male and female are genders. Physical attributes such as distinctions in gonadal, chromosomal, and hormonal characteristics determine gender.

   Sex roles are culturally defined expectations which are individually learned and changeable. They are not innate characteristics. Terms used here are masculine and feminine.

3. What kinds of words and phrases do you think most Americans use to characterize males compared to females, or "masculinity" versus feminity"?

   These could be listed on a blackboard with various categories such as physical, functional, sexual, emotional, intellectual, interpersonal, other personal.

4. When you've finished making the list, discuss your attitudes.

   Can you describe both lists?

   Is one or the other positive, negative, neutral, passive?

5. How do these terms apply to the stereotypic male or female?

6. List famous men and women whose family names begin with certain letters. The following worksheet may be helpful. Then ask several questions:
   a) Was it easier (faster?) to name men or women?
   b) What roles do men and women listed play? --men are statesmen and women are actresses?
   c) Are women who were named active in their own right, or because of spouse's fame?

7. Take some descriptive material pertaining to one member of one sex and systematically substitute the other sex in all references. This may demonstrate just how stereotyped some of our notions are.

   Example: Mr. Herb Dennish, an attractive young man of 27, spoke to the June meeting ... Mr. Dennish was informally attired in tan slacks and a navy blazer, with a lemon-yellow shirt. He wore a fashionably wide tie with yellow stripes centered by red pinstripes. His jewelry was all gold: watch, two sleeve buttons, a wide wedding band, and a class ring.

   Mr. Dennish spoke on the Model Cities program and the new Youth Opportunity program. He is the Assistant Model Cities Director ...

   Mr. Dennish is the husband of Janie Dennish, who has a doctorate fellowship ... (masculine/feminine or human? Chafetz, pp. 40-41, 1974)

8. Have the participants look at the media to see whether and/or how sex-role stereotypes are perpetuated? (movies, popular music, magazines, TV shows and commercials, and newspapers)

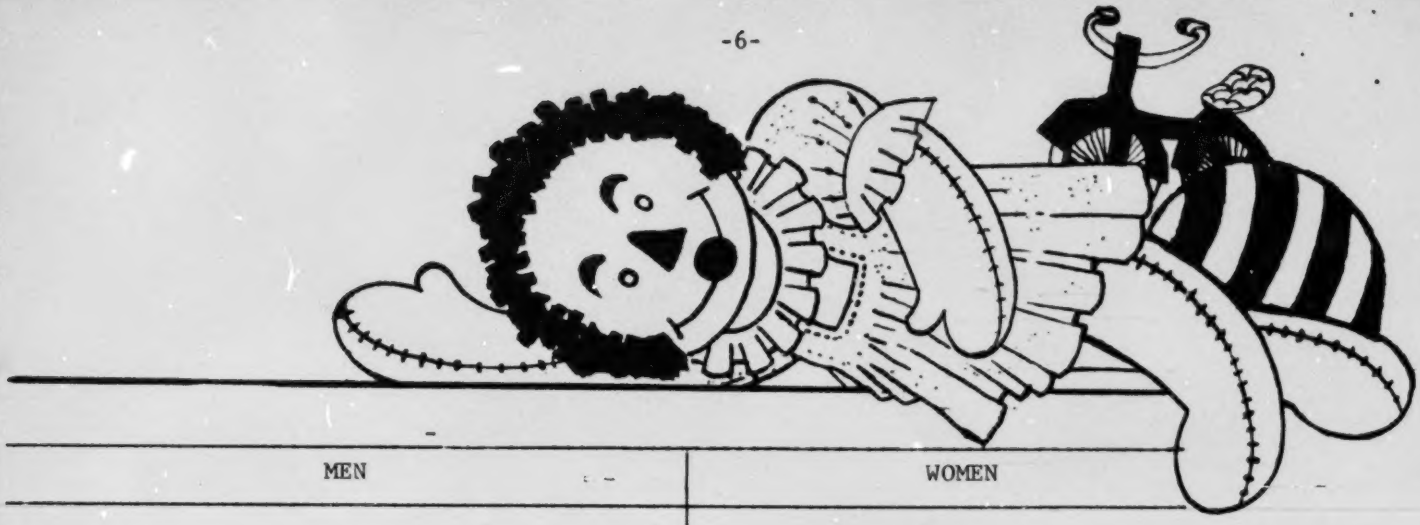
   What, if any, changes are being made in the images presented?

9. If you have both male and female participants, form single sex groups and ask each group to formulate a list showing the advantages of being of the own opposite sex; disadvantages. What does this show? Are either lists longer?

10. Looking at the list of stereotypical traits you developed, determine whether they will be helpful or harmful in attaining or performing well in an occupational role.

11. What other costs may be involved in these stereotypic traits?

12. What happens to the male when he is no longer a provider? What problems occur to the female when her children leave home? How many males do you know that are able to and, in fact do, sit back and say, "I'm here," "I've arrived;no more striving"? What types of activities do women turn to at this stage? men? Are these stages simultaneous for men and women?



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II. Stereotyping by Sex Role

Those participating in this less will:

--be able to evaluate the extens of their awareness of sex role stereotyping

--be able to begin to re-sort ideas and ways of thinking about sterotyping.

A. A baby is born knowing nothing but soon beginning to reflect the roles, norms, and values appropriate to the culture and subculture that makes up his environment. By the time a child enters school, it has a fairly good picture of who he/she is and what is expected of him/her. Children learn this by putting themselves in the place of others and experiencing themselves as others perceive them. This lesson will be concerned with the internalization of sex roles.

B. Resources:

Sex Role Development -Free To Be You And Me- Part II and Part III

These films are 15 minute duration and are from the Marlo Thomas effort. They focus on fulfillment rather than ordinary acceptance and that one's unique talents are gifts to be used rather than hidden. From Planned Parenthood Media Center, Des Moines.

C. Suggestions for this lesson

1. Ask parents how they treated and handled their newborn babies. Did they vary with sex?

2. Do you think the clothing we wore as babies and toddlers reflect differences in our motor development today?

3. Is this changing as babies, toddlers, girls, women wear more pants and casual clothing today?

4. It is said that the earliest and principal identification of both sexes is with the mother because she functions as caretaker. The girl may then imitate this identity. The boy may not. What problems arise here? What advantages are seen here? If this norm of mother as caretaker changes, what then?

5. Peers are thought to be very instrumental in the socialization of males. What have you learned aboutthis in your own experiences?

6. What differences do you perceive between the terms 'sissy' and 'tomboy'? Is one better than the other? Is one often sought after? What effects do these terms have on the child?

7. Have your participants form small groups to discuss ways in which parents transmit their sex roles to their children.

8. How does language affect sex roles? human, mankind, female, chairmen, manpower, woman --Think of other words with similar characteristics.

9. Will the changing attitudes toward girls' participation in interscholastic sports have an effect on girls, on boys, on competitiveness, on aggression? How do you feel about this?

10. What effect do children's toys and games and the way they are exhibited have on sex roles? It might be interesting to use toy catalogs here to see what differences are perceived or have participants view toy ads on Saturday morning television.

11. In what ways do the schools reinforce sex roles?

12. Is Industrial Arts available for girls; Home Economics for boys? Are these special sex segregated classes, or mixed-sex, watered-down classes, or mixed-sex, regular curriculum courses?

13. Into what types of occupations do school counselors encourage boys and girls?

14. What kind of future do you foresee for your boy? your girl? What careers would you encourage them to undertake?

15. Both boys and girls face problems at the adolescent stage. What areas of concern do you see for them? How can you go about relieving some of the pressures? Do you feel boys or girls experience more pressures? Why?

16. Margaret Mead believes that dating is really oriented toward gaining prestige among peers of one's own gender, and thus it is quite impersonal. What is your reaction to that?

III. Male Role

Those participating in this lesson will be able to understand that the male role has been as inflexible and restricting to some men as the female role has been to some women, and that liberation is for people.

A. In looking at the male role, we see that many aspects of it have been rigid and inflexible in defining what masculine is or should be. The stereotypes discussed in the previous lesson show that males can be locked in just as tightly as females. Young boys grow up learning what kinds of behaviors are expected of them. They learn what is appropriate and inappropriate. Boys learn to be brave and not cry. They learn to be competitive and aggressive. They realize that they are to be breadwinners and support a family. They learn little about being fathers. They do learn they need success to be men -- success in sports -- with women -- with their careers -- and so on. What do they learn about themselves if they don't gain success?

B. Resources

"Men's Lives" - a 43 minute documentary following young men through various stages of their development. Produced by New Day Films, P.O. Box 315, Franklin Lakes, New Jersey 07417

"Men - Down the Up Staircase" Ms. - an article discussing whether or not a man can decide he has gone far enough and not push himself further in his pursuit of a career.

"Manhood in the Twenties: Was it So Great to be Gatsby?" Ms., June 1974 This article discusses the problems of the middle-class male in the 20's and the confusions resulting from those problems.

C. Suggestions for teaching this unit.

1. It would be preferable to have a mixed group. If men aren't in the class, perhaps men might attend this meeting (and all others). If not, a panel of men from various careers, age groups would be interesting. Ask their reactions to the resources used.
2. If the film "Men's Lives" is used, ask participants to jot down reactions as they watch film.
3. This topic can be treated as an open discussion in your group. The following questions can be used to help stimulate discussion:
   a. What pressures can you see being placed on small boys to identify with the male role?
   b. As the young boy reaches adolescence, do you see changes taking place in his life? Are there different types of pressures resulting from these changes?
   c. How do you feel when you see a young adolescent cry? What is your reaction?
   d. Have you ever seen your husband or your father cry? How did you feel?
   e. Have you ever cried? Why? How did you feel?
   f. Are there certain occupations that men should not enter?
   g. What reaction would there be in your community if the male stayed home to care for the children? S.S. now provides that a male widower who wants to do this is entitled to the same benefits under law as the female widow. What is your reaction?
   h. "Cat's in the Cradle" seems to fit some father's roles today. Play the song. Does this sound at all like anybody they know? What kind of a model is presented? What has the child learned?
   i. What happens to the male provider who reaches 40's-50's and discovers he's not going to be at the top? How does he feel when he's shortwinded after playing basketball with his son?
   j. Is it possible for the male to say "this is where I'm staying?"

IV. The Emerging Woman

When this lesson has been completed the participant will be able to:
--to identify periods of history which coincide with developments of women's rights
--develop an understanding of the history behind the women's movement
--to better understand how historical developments have contributed to today's movement

A. Do we know what and where a woman's place is today?

Isn't this one of the most urgent, puzzling, worrying and hopeful questions for every woman and, it seems, for most men? Why is there a woman's issue at all today? The answer is the same as it is with all situations and problems; they have their roots embedded in our past culture, history, economics, beliefs and traditions.

B. Resources:

The Emerging Woman, S68408, order from Iowa State University

This 40 minute black and white film explains the historical perspective of the women's movement. Topics dealt with in this film are women's status in the fight for imancipation of the blacks, women's status in the labor movement, women's suffrage, the position of women in the working world during and after W.W. II, and events leading up to today.

. Suggestions for teaching a unit on "The Emerging Woman."

1. If the leader suggests that the group jot down areas of interest to them while watching the film, this may facilitate later discussion.
2. Inviting any older women in the community to share their memories of activities regarding any of the topics in the film would also stimulate discussion.
3. Ask the members of your group whether W.W. II had any effect on their home life. In what way?
4. The following questions may be used to stimulate discussion:
   a. What reactions did you jot down as you watched the film?
   b. What use can an awareness of the historical perspective be to you or to the idea of human liberation?
   c. In what ways do you see the situation of the blacks and women as being similar?
   d. Why do you think black women are less interested in this movement than white women?
   e. For what reasons has women's liberation been generally limited to the middle class? Why not to the lower class or the upper class?
   f. What is your understanding of why the woman is in the position she is in today?

g. Was the woman in pioneer days in our country better off than she is today? Why or why not?

h. Did your grandmothers ever give any hint that they felt restricted? Your mothers?

i. What were your grandfathers' opinions of women's rights? Your father's? Your husband's?

V. Women: Up the Career Ladder

Participants in this module will be able to
--assess their knowledge of and ways of dealing with their feelings about 1) competitiveness, 2) expectations, 3) motivation, 4) self-concept, 5) business-social situations, and 6) risk-taking.

A. In spite of all "unfinished business", times are changing for the better for women. They are achieving more equal rights and are beginning to be legally able to participate in business, education and social life as equals.

B. Resources

Women: Up the Career Ladder - a 30 minute color film available from University of Iowa. This is a group discussion of views and experiences of eight women in various responsible positions. Six areas of discussion and concern are presented. They are: 1) competitiveness, 2) expectations, 3) motivation, 4) self-concept, 5) business-social situations, and 6) risk-taking. Order no. 50330.

C. Suggestions for teaching this unit.

1. Follow the format suggested in the film and discuss these areas within the group.

2. Invite a panel of women in various responsible positions in your area. Discuss their reactions to these concerns. Ask them to illustrate with personal examples.

3. The following questions may be used to stimulate discussion.

a. Do you think women are competitive?

b. When did you first feel competitive?

c. Do men expect women to be competitive?

d. What expectations would you have for a career?

e. Are women socialized with less expectations in the work world than men?

f. Do women settle for less?

g. What type of motivation does a woman need to succeed?

h. How do you see self-concept involved in careers?

i. Does a woman working lead to business-social situations that a man might not need to contend with or consider?

j. How much risk is involved in working? Where do you see risks? Are you willing to take a risk?

k. Does a woman working intimidate a man? Does it usurp his position?

VI. Changing Sex Roles at Retirement

Participants in this module will be able to understand and deal with the realities of sex in older people.

A. The population 60 years and over is rising. The image we get of people at this age does not fit our past stereotype. They come in all health conditions, incomes, and levels of education. Some are single, married, or widowed. Customs and ways of behaving which define the role of retired people are almost non-existent because retirement is a relatively new phase of the life span. Expectations seem to be that retired people fill their time with leisure activities. Leisure time activities do not provide a sense of self-worth and social status. Customs and practices by which the older person could feel that he has social value and help him maintain a sense of self-worth need to be developed.

B. Resources:

1. Sex after 65 by Norman M. Lobenz. Public Affairs Pamphlet No. 519, 381 Park Ave. South, New York 10016 35¢

2. After 65: Self Reliance Resources. Theodore Irwin. Public Affairs Pamphlet No. 501.

3. New Image of the Elderly American. AARP News Bulletin, November 1974.

C. Questions that can be used to stimulate a discussion

a. What happens to the male role at age 65?

b. What kinds of problems will retirement present to the male role?

c. How does retirement affect the female role?

d. What effect can you see changing sex roles as having on retirement?

e. Can you see anything happening as the female changes her role from a homemaker to a career orientation?

f. If the male seeks less identity of self from his work role and more from a family role, what may result here?

g. As the situation is today what happens to her time, my time and our time?

h. What does society expect from people as they reach retirement? What do we expect of a male? of a female?

i. What occurs if these people don't fit our expectations? For example, suppose your father wanted to remarry, what would your reaction be?

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